



## ***ENR 5797: Sustaining Human Societies and the Natural Environment***

May 2017

ENR 5797.01: 3 credits

ENR 5797.02: 3 credits

(Section content described further below)

### **Program Director**

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### **Course description**

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This course integrates diverse ecological, biological, and social science disciplines to examine relationships between human societies and the natural environment. The course combines lectures from faculty and practitioners in Australia with experiential activities in communities, national parks, reserves, offshore islands, agricultural lands, and coastal areas of northern Queensland. A variety of learning activities including lectures, readings, essay questions, debates, team projects, and student presentations will be incorporated in our course of study. Field activities include completing a research project describing the marine diversity of the Great Barrier Reef; learning about Aboriginal Australian culture and history through interactions with indigenous communities, investigating natural resource management, ecotourism and farming practices in the Outback and exploring coastal areas of Australia. We will engage in service projects at several areas we visit to become part of Australian sustainability.

### **Course objectives**

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This course is designed to foster a deeper understanding of the interactions of human and natural systems using the case of north Queensland, Australia.

By the end of the program students will be able to:

1. Integrate and apply multiple natural and social science disciplinary perspectives to describe the evolution of human and natural systems over time in north Queensland.
2. Describe interactions and influence between human and natural systems.
3. Apply critical thinking skills to real-world challenges in North Queensland and other locations.
4. Participate as an effective member of a diverse team of engaged learners.
5. Effectively communicate through oral and written methods.

### **Course credit**

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Accepted students will be enrolled in two sections of ENR 5797 (3 credit hours each). Students will be registered for these credits by the Office of International Affairs. Upon successful completion of the course, grades will be posted during summer semester. Topics addressed by each section include:

ENR 5797.01: Human behaviors, Policy and governance, Cultural diversity, Philosophies of natural resource/environmental management



ENR 5797.02: Climate influences on natural systems, Ecological structure and function, Natural and anthropogenic disturbances, Ecological processes and interactions between ecological systems

Students are encouraged to discuss the appropriate fit of these credits with their academic advisor.

### **Attendance and lateness policy**

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Punctual attendance at all scheduled, program–related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Participation in field activities (such as hiking, snorkeling, swimming, etc.) is strongly encouraged but voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor and an alternate activity will be assigned. An excused absence or decision not to participate in one or any of these field activities will not affect your grade for the course. During the field studies, no student is to leave the group without the consent of the faculty supervisor. Unless an absence is approved by your resident directors, students will lose 10% of their final course grade for each day or part-day they fail to participate. **Any unexcused absences or continued late arrival to program activities may, at the discretion of the Resident Director, be grounds for dismissal from the program.**

### **Academic honesty**

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All academic work must meet OSU and AUIP standards of academic honesty (as described in the AUIP Student Manual and the OSU Code of Conduct). Each student is responsible for informing themselves about those standards before performing any academic work. Academic dishonesty is not just copying the work of others, but also includes such behaviors as tolerating the academic dishonesty of others or giving false reasons for failure to participate in academic activities.

You must write your essay responses in your own words. Copying blocks of text from sources is plagiarism. You may quote from source material, but the quote must be brief (i.e., a couple of sentences), enclosed within quotation marks, and cited in the text and reference section. Ask in advance if you are uncertain regarding the appropriate use of material from other sources. Penalty for academic dishonesty may result in an “F” grade for the course and additional University disciplinary action.

### **Conduct regulations**

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All students must be familiar with the general conduct regulations described in the AUIP Student Manual as well as the behavioral expectations developed in the course orientation. Failure to obey these policies may result in dismissal from the program, at the discretion of the Program Director.

### **Special accommodations**

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***Any student with a disability who needs an accommodation or other assistance in this course must contact AUIP at least 4 weeks before the program begins. After that time, AUIP cannot guarantee that such needs can be accommodated. Some activities involve moderate exercise, such as hiking and snorkeling and participation is voluntary for all students.***

## Coursebook and required readings

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The Course Reading Packet is available pre-departure and contains all the required readings and supporting materials for completing coursework plus some general helpful information. You will be notified when the packets are ready to pick up from Amanda McCann via email and through the course Canvas page. **You must bring the CRP with you as copies will not be available in-country.**

Your CRP will feature articles with incomplete references sections in an effort to save paper and weight. The full articles with references sections can be found on the Canvas course.

### Optional pre-departure preparation

Recommended pre-departure readings:

*Guns, Germs, and Steel*, by Jared Diamond  
*The Fatal Impact*, by Alan Morehead  
*The Fatal Shore*, by Robert Hughes  
*Follow the Rabbit Proof Fence*, by Doris Pilkington and Nugi Garimara  
*A Town Like Alice*, by Nevil Shute  
*Dingo Makes us Human*, by Deborah Bird Rose  
*Original Australians* by Josephine Flood  
*Blue Latitudes* by Tony Horwitz

Recommended pre-departure viewing:

*First Australians*: <http://www.sbs.com.au/firstaustralians>

## Grading

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Pre-Departure Quiz and Essay	(100 points)
Field Modules, Projects and Quizzes	(600 points)
Final Exam	(300 points)

## Course assignments

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### Pre-departure quiz, two essay questions, and Pre-departure Exercises (100 points)

- I. The pre-departure culture and geography quiz is found on Canvas. You may use the internet and/or your course reading packet to complete the assignment. Please submit your completed quiz to Amanda's mailbox in 210 Kottman Hall by **4:59 pm Thursday, 5/4/2017**.
  
- II. You are also required to develop a response to the two questions below. Your response to these questions does not require references or data sources; rather, you should respond with your own personal thoughts. There are no right or wrong answers and your grade will be pass/fail. Submit each essay of 250 typed words (per question) in Times New Roman 12 point font (single-spaced). Type your name on the top-right corner of the first page. Please submit your completed essays to Amanda's mailbox in 210 Kottman Hall by **4:59 pm Thursday, 5/4/2017**.



1. What are your expectations regarding the geography, culture, and society of Australia?
  
  2. What skills, knowledge, and abilities do you feel you bring to our group experience?  
What skills, knowledge, and abilities do you hope to acquire during our Education Abroad Program?
- III. You will complete the “Intensity Index”, “Cultural Learning Strategies”, “You as a Culturally Diverse Person”, “Identifying Aspects of Culture” and “Personal Highs and Lows of Study Abroad” exercises and submit it to Amanda on **Day 1 (May 10, 2017) of the program.**

### **Field modules and site quizzes (600 points)**

The course is organized around five modules; four that will be completed in Australia and one that will be completed upon your return.

The modules integrate what we learn in readings and lectures with real world experiences. The course reading packet and the field experts will provide the necessary information to help you complete the module activities. Note that the field experts are resources to help you complete the modules but **not** to provide you with answers; their role is to guide you in discovering them yourselves.

Modules will include a combination of essay questions, debates, quizzes, and/or group projects. Written answers to the module questions are due at intervals throughout the program (described in itinerary). The final module includes readings and essay questions to encourage reflection and consider application of your experiences and course concepts to your life following the program.

Follow the included instructions to respond to each question. Responses to modules 1 – 4 will be handwritten while the final module should be typed in Times New Roman 12 point font (single-spaced) and submitted as one electronic (Word or .pdf) file (titled “Lastname.FirstName.Module5Essays”) to the appropriate dropbox on Canvas by June 9<sup>th</sup>, 2016. While grades will be primarily content-based, neatness and grammar will be considered in assigning grades.

### **Final exam (300 points)**

The final exam will be comprehensive across the program, and may draw material from any reading, field exercises, lectures, or discussions. The exam will be comprised of a mixture of questions including multiple-choice, essay and short answer.

## Module Question Grading

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Each module question will be graded as follows:

- A Explains the core concept(s) very clearly and provides evidence of real thought. The response is technically correct, gives the most relevant and best examples, is very clear and well-written, includes only relevant material and is thoughtfully concise.
- A- A very good answer, nearly worthy of an A grade but may contain some minor content, grammatical, and/or editorial corrections.
- B+ A strong answer that clearly shows thorough understanding of the material but does not contain all the necessary content.
- B Discernable evidence of grasp of concept, good and correct examples given, well written, thoughtfully concise.
- B- A well-written answer that contains most (but not all) of the content required and may suffer from some grammatical and/or editorial mistakes and omissions.
- C Adequate but limited grasp of core concept(s), some examples although not necessarily the best or most relevant, legible. May lack conciseness or clarity in the response.
- D Little or no grasp of core concept(s), or incorrect or no examples given, or hard to read or poorly written.
- E Fails to address the question, or little or no grasp of core concept and incorrect or no examples given, or illegible.

## Course Grade assessment

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Final grades for all credits will be assessed together following the guidelines below:

A	93%	C+	77%
A-	90%	C	73%
B+	87%	C-	70%
B	83%	D+	67%
B-	80%	D	60%
		E	< 60%

## Course topics

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See the itinerary for a full list and schedule of field activities and lectures.